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ABSTRACT

Seven small rural school districts (averaging less than 100 high school students each) in Lincoln County, Washington, joined to perform a vocational assessment of their districts. All grade 9-12 students were mailed questionnaires; 520 surveys were mailed and 212 were returned. Only 26% of the students indicated that they were thoroughly familiar with their school's vocational education classes. While approximately 33% had pretty well decided which career or job they planned to pursue, 75% had partial or no knowledge of needed skills. Students were asked to select 3 areas that interested them most from 10 occupational cluster areas. The three highest responses were business and office (51%), home and family life (35%), and marketing (31%). Lincoln County's employment picture will soon change dramatically with construction of an electrical powerplant and opening of a large mine. Since additional vocational coordination is needed regardless of the projects, it is recommended that a full-time vocational director be employed on a cooperative basis to serve needs of participating districts. Since funding formulas work against small schools, additional funds must be obtained to support the vocational direction needed by the participating schools. Appendices include the survey, results, and interdistrict vocational cooperative documents. (BRR)

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FINAL REPORT

RURAL VOCATIONAL ASSESSMENT
LINCOLN COUNTY, WASHINGTON

ALMIRA SCHOOL DISTRICT

CRESTON SCHOOL DISTRICT

DAVENPORT SCHOOL DISTRICT

HARRINGTON SCHOOL DISTRICT

ODESSA SCHOOL DISTRICT

SPRAGUE SCHOOL DISTRICT

WILBUR SCHOOL DISTRICT

Sept

1980

L. J. EMERSON - PROJECT DIRECTOR

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INTRODUCTION

During the past few years, a growing need for vocational education coordination and implementation throughout the state and nation has been realized. This results from increased demands by students, community members and industry for more vocational education programs.

A nationwide poll of high school seniors in 1976 asked what a high school should emphasize. The number one answer was "More vocational skills taught to boys and girls who aren't interested in college." A Gallup poll conducted about the same time asked adults their opinions of what should be emphasized in high school. Eighty percent thought there should be more emphasis on career preparation in high schools.

In Washington state during 1978, the State Advisory Council for Vocational Education surveyed employers to determine their views of vocational education. The results - 82 percent feel vocational education programs should start at the high school level, 82 percent feel more contact is needed between employers and educators, and 68 percent feel not enough students are enrolled in vocational education at the high school level.

Meeting the additional vocational education requests of students and employers has placed additional administrative requirements on local school districts, especially small rural school districts. Because of limited enrollments and small administrative staffs, many small rural school districts are

not able to provide the amount of vocational direction necessary to adequately meet the needs of their students and community, nor take advantage of special vocational education programs.

Seven small rural school districts in Lincoln county, averaging less than 100 high school students each, have joined together in a feasibility study to perform a vocational assessment of their districts. This assessment is intended to serve as a guideline for increasing vocational involvement by the districts in preparation to educate and train young persons for the world of work. The objectives of the project were to identify the vocational education needs for the area, document needs for continuing vocational direction and identify resources available for employment of a full-time vocational director on a cooperative basis to provide needed vocational administration.

NEEDS ASSESSMENT

To determine the vocational education needs of the seven rural school districts participating in the feasibility study, the socio-economic character of Lincoln county must be understood. Lincoln county is located in eastern Washington and ranges from 30 to 75 miles west of Spokane. The area's income is derived primarily from dryland farming operations and supportive services.

It is an extremely stable community with one of the lowest unemployment rates in the state. Employment opportunities in Lincoln county proper are primarily limited to agriculture/agribusiness, business and office occupations, and service occupations. This, however, is expected to change dramatically in the next few years with the construction of an electrical power plant within the county and the opening of a large mine immediately north of the county. The impact of these projects will be addressed later.

For this study, the employment projections for the Lincoln county area are based on the Spokane Standard Metropolitan Statistical Area (SMSA) employment projections. This information is provided by the Washington State Employment Security Department.

The vocational education needs of any community are determined by assessing student interests and needs as well evaluating employment trends and present as well as projected job opportunities. All of the grade 9-12 students were

surveyed to determine their interests in vocational education. School was not in session during the feasibility study so the survey was mailed to the home of each student. Surveys were mailed to 520 students and 212 were returned for a 41 percent response.

District	Number Sent	Number Returned	Percent
Almira	40	18	45
Creston	37	16	43
Davenport	135	63	47
Harrington	65	23	35
Odessa	84	27	32
Sprague	53	15	28
Wilbur	106	50	47
	520	212	41

Following is a review of the questions asked each student and a brief summary of the combined responses. Complete survey tabulations are recorded in Appendix I.

Students were asked their familiarity with vocational education classes offered at their school. Only 26 percent indicated they were thoroughly familiar while 63 percent were partially familiar. Response to this question showed that respondents were not completely knowledgeable of whether or not certain programs in their schools were vocational. Some students indicated partial or thorough knowledge of vocational programs at their schools when in fact, there were no vocationally approved programs offered. However, it must be pointed out that similar programs that are not vocationally approved are offered

to the students at some of these schools. It is also possible that some students attended vocational classes at another school.

Approximately one/third of the students have pretty well decided which career or job they plan to pursue. About one-half of the students have narrowed their career choices to a few while close to 20 percent have either not thought much about a career or are completely undecided.

A follow-up question to career choice asked if the students knew what skills they needed to learn in order to obtain the job/career of their choice. Seventy-five percent have partial or no knowledge of what skills they need. And when asked if their high school provided the vocational training they needed, 49 percent said their school did not.

To determine students willingness to move from their local area for employment, they were asked where they would like to work in their chosen career. Only 7 percent wanted to stay in the immediate area while 13 percent wished to find employment within 100 miles. Forty-one percent expressed no preference and the remaining 40 percent were divided 2 to 1 in favor of finding employment in this state versus out of state.

The students post-secondary education and training goals were evaluated by giving each student a list of goals from which to select. Multiple selections were allowed. Selections offered as goals, followed by the percent responding were: finish high school - 100; leave high school - 0; on-job-training - 32; join military - 10; have not set goals - 7; attend vocational/technical school - 20; attend two-year com-

munity college - 30; and attend four-year college - 51. Several individuals selected more than one goal. For example, the majority of those indicating on-job-training as a goal also selected vocational/technical or two-year community college attendance. Likewise, some of the respondents selecting two-year college attendance as a goal also selected four-year college attendance.

Students were also asked if they had taken a vocational education course in high school - seventy-six percent responded yes. And when asked if they planned to take vocational classes in high school nearly 60 percent indicated they did. Those who did not plan to take vocational classes were asked if it was because of scheduling or availability problems. Appropriate classes not being available was the reason cited by 74 percent.

In response to the question, "Will the vocational education classes in high school prepare you for a job or additional training upon graduation." only 26 percent indicated "no" while nearly three-quarters of all respondents thought the vocational education classes would be beneficial.

The students were asked to rank, according to their interest in obtaining more information, a list of various items of information helpful in making career decisions. The four ranking categories were; very interested, somewhat interested, not very interested, and undecided. Fifty percent or more of all respondents were very interested in obtaining more information on; (in order of preference) training required for a particular job, information about different jobs and careers,

information about special kinds of training and information about jobs available outside the community. The remaining four; how to do career planning, financial requirements to attend vocational/technical schools, jobs available locally and information of vocational education programs were all ranked as very important by one-third or more of the respondents.

Seventy percent or more of all respondents were very or somewhat interested in all eight items.

The responses for the desire of additional career information coincides with responses to the question that asked the extent of students familiarity with job opportunities after graduation. Twenty-five percent are not at all familiar, 65 percent are only partially familiar and just 11 percent feel they are thoroughly familiar with job opportunities.

Ten occupational cluster areas were described in the survey. They were: agriculture/agribusiness, business and office, marketing,food service, home and family life, health occupations, electricity/electronics, graphic arts, mechanical and repair, and metals. Students were asked to select three areas that interested them most. The selected three were to be ranked first, second, or third. Following is a listing of the cluster areas selected by the students in order of their preference. Following each cluster is the percentage of students selecting that specific cluster as either first, second, or third. A complete breakdown is listed in the survey tabulations found in Appendix I.

Business and Office - 51 percent

Home & Family Life - 35 percent

Marketing - 31 percent

Mechanical & Repair - 29 percent

Agriculture/Agribusiness - 28 percent

Health Occupations - 28 percent

Graphic Arts - 22 percent

Metals -21 percent

Electricity/Electronics - 21 percent

Food Service - 10 percent

EMPLOYMENT PROJECTION

Occupational forecasts play an important role in determining types of vocational education programs to offer. Washington State Employment Security figures can be used in part to determine employment opportunities for Lincoln county students.

The 1976-1985 employment projections for the Spokane SMSA show the number of jobs to increase by 36.4 percent, from 117,200 to 159,900. Appendix II - Table I shows a complete breakdown by occupational group. Appendix II - Table II shows the greatest increase will be in jobs for white collar workers (54.4 percent versus 27.6 percent increase for blue collar workers). White collar occupations include professional, technical, managers, officials, sales workers, and clerical workers. The blue collar category includes craft and kindred workers, operatives, and laborers (except farm).

Occupational areas showing the greatest average annual worker needs are: managers, officials, and proprietors - 2270; clerical workers - 3170; operatives - 1250; craft and kindred workers - 1180; sales workers - 640; and health service workers - 440. Complete information on these and other occuaptional areas is available from the Washington State Employment Security Department

A dramatic influence on Lincoln county employment trends will occur in the 1980's as the Washington Water Power Company (WWP) begins building its coal-fired electrical generation plant at Creston. According to Robert W. Warner, Thermal Power Super-

intendent for WWP, several hundred new jobs will become available as the plant goes into production. See Appendix III. At completion of the project in the early 1990's, nearly 400 employees will be on the work force with another 260 secondary (support) employees. This will account for approximately 650 new jobs in Lincoln county directly related to the WWP project

Employment figures will be much higher during the construction phase. WWP officials project a peak construction work force of about 2000. Construction is scheduled to begin in 1983. The peak construction employment periods will be in 1984-86 and in 1990.

Wayne Murray, Executive Secretary of the Northeastern Washington - Northern Idaho Building and Construction Trades Council indicated approximately one in five construction jobs on the Creston project are required to be held by apprentices. Any preparatory training for apprenticeship programs in each of the trade areas would be helpful for employment. Many of the jobs will require welding and machine operation skills. Jobs available after the construction phase will also lean heavily to welding and machine operation skills.

Located immediately north of Lincoln county at Keller, Washington, AMAX corporation and the Colville Confederated Tribes are developing a large molybdenum and copper mine. The Mount Tolman mine will have a three year construction cycle employing approximately 1500 workers. The permanent work force will consist of 350-400 full time employees. The majority of these jobs will be equipment operators and mechanics.

According to the Building and Trades Council personnel, other construction projects may impact on the area's employment requirements. These may include a third powerhouse at Grand Coulee Dam, the Northern Tier Pipeline and four projects being planned at the Hanford Atomic Works site.

In summary, the vocational education needs of Lincoln county can be projected to increase dramatically in the decade of the 1980's. Present vocational education programs will have to be enhanced and several new programs will have to be instituted. This increase in the emphasis of vocational programs is necessary to meet the training needs of the students who will seek employment in the new jobs to be created in Lincoln county as well as occupational opportunities already available in the area. Additional vocational direction is needed if these goals are to be met.

According to the occupational outlook information and student and community needs, major vocational program emphasis should be in the areas of mechanical and repair, metals, business and office occupations, and home and family life. Also, because of the importance and scope of agriculture/agribusiness in the county, emphasis should be placed on this occupational cluster. It may be possible to include much of the mechanical, repair, and metals skill training in the agriculture curriculum. Health occupations training should also be emphasized if possible. This may be one of the most difficult to provide because of limited training facilities and the distance to those that are available.

Because of the distances between most of the schools in the cooperative it is impractical at this time to transport students for participation in various vocational programs. In some instances it may be feasible, but at the present time it is not. The utilization of a vocational skills center does not appear practical and is not recommended at this time.

In order to make vocational training available to the most students in the cooperating schools, it may be that itinerant instructors could be used to provide similar training at more that one school. This can be especially effective in small schools where limited enrollment prevents full-time vocational utilization of a certified instructor. A majority of the involved superintendents indicate a willingness to try this concept.

With the increase in occupational opportunities created by WWP and the Mount Tolman project, it is imperative that close coordination be maintained between the schools and these two organizations. It is a requirement that these organizations assist communities in handling any major socio-economic impact created by their projects. It is predicted many of the school districts in Lincoln county will realize a major impact in enrollment and vocational training needs. WWP predicts nearly a 650 student (K-12) enrollment increase resulting from their project.

Expanded facilities, additional training equipment and supplies, and vocational instructors will be necessary to meet the vocational training needs resulting from the develoment

of these major projects in and near Lincoln county. The present administrative staffs of the schools participating in the vocational cooperative would find it difficult to have time to work closely enough with these organizations. Also, direction of the existing and new vocational programs that will be needed will create additional time requirements that will be nearly impossible to meet with the present administrative personnel. To meet the vocational education needs of the Lincoln county schools participating in a vocational cooperative, additional administrative staff would be needed to provide vocational direction.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Examination of the student interest survey, community and industry needs, and projected employment opportunities in and around Lincoln county reveal an increased emphasis on vocational education is needed. Increased direction in vocational programing and vocational career guidance would help fulfill this need.

Only fifty percent of the students attending schools participating in the vocational feasibility study plan to attend a four-year post secondary educational institution. Most of the remainder will be entering the work force either upon graduation from high school or attendance at a vocational/technical school.

The survey also indicated many of these students are not as familiar with job opportunities as they desire nor are they fully aware of the training required before they can enter a specific job or occupation. Vocational education at the secondary level should provide students the opportunity to become aware of various occupations and gain job entry skills or become prepared for additional post secondary vocational training. Nearly fifty percent of the students indicated their schools do not provide the vocational training they need.

The feasibility study shows additional vocational coordination is needed to meet students' vocational needs even without considering the impact of Washington Water Power Company's and the Mount Tolman projects.

The administrative personnel of schools participating in the study are aware of the importance of vocational education programs in their schools. They have indicated they have not been able to take full advantage of available special vocational programs. Also, the administrators feel their vocational program offerings could be improved. According to the administrators, assistance necessary to overcome these problems is needed in the areas of program development, planning, grant applications, community and staff involvement, improved communication with state vocational education program personnel, and teacher certification and recruitment. Small school size and limited administrative personnel have been limiting factors to these schools in providing more vocational direction.

The amount of vocational education funds generated by an individual school is not adequate to justify support of a full-time vocational director, nor at this time would any single school participating in the study have vocational direction requirements great enough to employ a full time vocational director. However, the feasibility study shows there is a need for increased vocational administration.

To meet the vocational education direction requirements of the schools participating in the vocational feasibility study, it is recommended a full-time vocational director be employed on a cooperative basis to serve the needs of all the participating school districts.

The vocational director would be responsible for all vocational reporting required by the State Superintindent of Public

Instruction (Appendix IV); assistance with establishment of new vocational programs; instigation and coordination of vocational grant applications; gathering, analyzing and disseminating occupational information; serving as resource for vocational instructors in areas of curriculum materials, program planning, certification, and audio visual materials; providing direction to assure that existing and new vocational programs are compatable with student needs, occupational forecasts, and vocational/technical post secondary programs.

The vocational director would also work closely with local, state and federal agencies, industry, and educational agencies to obtain funds and/or other resources necessary to improve the vocational education programs offered by the participating schools. Assistance would also be provided by the vocational director in the areas of vocational career guidance, vocational teacher recruitment, and inservice training for vocational teachers, administrators and counselors to aid in improving their effectiveness in teaching and counseling vocational students.

The employment of a cooperative vocational director would provide for quality control of vocational programs through long range planning. Studies would be conducted to determine specific vocational needs and procedures would be developed to implement necessary vocational programs.

These and possibly other services would be provided by a full-time vocational director for each school participating in the cooperative at a cost lower than each would pay alone.

The vocational cooperative could not be expected to be at full capacity or greatest efficiency the first few years of operation. It is recommended the major goals for the first year of the interdistrict cooperative be: 1) enhancement of present vocational programs; 2) certification of present programs eligible for vocational approval with some modifications; 3) submission of applications for all applicable special vocational project funds; 4) submission of required vocational reports to the Superintendent of Public Instruction for all participating schools; 5) begin development of new vocationally approved classes where needs justify; 6) provide vocational career information guidance to counselors; and 7) work closely with the community, Washington Water Power Company and Mount Tolman representatives.

Because of the limited number of students, highly specialized vocational classes would be extremely difficult to offer since enrollment would not justify the cost. It is recommended that vocational programs offering a broad scope of vocational skills in occupational cluster areas be emphasized at the participating schools. This will allow more students to obtain basic job entry skills. Note the words "job entry skills" A high school graduate will not be a finished craftsman anymore that a nigh school graduate will be ready to enter the graduate or professional schools of the universities. However, the high school graduate with vocational training and basic job entry skills has additional status at the time of applying for employment.

The recommended vocational program areas for schools participating in the vocational cooperative, based on the feasibility study findings are Business and Office education, Home and Family Life, and Vocational Agriculture. Also, a Diversified Occupation program should be developed to meet the needs of students not met by the other vocational program offerings.

ORGANIZATION AND FUNDING OF INTERDISTRICT COOPERATIVE

Following is the recommendation for the organization of an interdistrict vocational cooperative, the purpose of which is to share the services of a vocational director. The cooperative shall be directed by a board of directors. The voting Board for the cooperative shall be the superintendent of each participating school. Ex-officio members may be selected by the Board. The Board's responsibilities are: 1) fiscal approval and control; 2) program control and evaluation, and 3) staffing of vocational director position. The Board's overall responsibility is to establish policy. Administration of board policy shall be delegated to a full-time vocational director who reports to the Board. The director shall be hired on a full-year contract negotiable with the cooperative Board of Directors.

A host district shall be selected to employ the vocational director,the other participating districts will be billed quarterly for their share of the vocational cooperative cost.

The vocational director will be answerable to the cooperative Board regarding cooperative matters and will abide by the host districts employee policies. The director is responsible to each superintendent regarding their district's individual vocational matters.

An Interdistrict Cooperative Agreement and Board Resolution (Appendix V) will be provided each school district for their approval. A job description for the position of Cooperative

Vocational Director (AppendixVI) will be provided for each district.

Providing sound and constructive vocational education programs costs districts more than providing non-vocational programs. Because of the extra cost, additional vocational funds are provided form both federal and state sources.

The federal Act. (P.L. 94-482) making monies available for vocational education requires that these monies be distributed based on a federal ranking factor of districts using these two criteria - ability to pay and the number or concentration of low income families within that school district. The distribution process for federal vocational monies must also include a factor that considers new and emerging occupations needed within a school district.

Following are the general criteria that must be met to receive federal vocational monies: 1) approved annual and five-year plan on file at the Office of SPI; 2) maintained state and local vocational effort at 95 percent of previous year; 3) list of general advisory council on file at the Office of SPI; 4) completed copy of budget forms F186 and F187 on file at the Office of SPI; and 5) assurance statement on file at Office of SPI indicating that federal funds will not be co-mingled with state or local funds so as to lose their identy.

Categories of federal vocational funds for which participants in the interdistrict vocational cooperative would be most elegible include:

Regular Program Monies - provided to extend, improve, and where necessary maintain existing programs for continuing vocational education. The amount of money awarded to a district is determined by a formula which takes into consideration certified vocational counseling, belonging to an interdistrict cooperative, vocational FTE costs above state average, and actual vocational FTEs the preceeding year. These factors are combined with the district federal factor in the formula and the grant amount is determined.

Local Administration Monies - provided to support up to 50 percent of the local vocational administration cost. It is in addition to local and state resources presently provided through funding formulas to cover costs of a certified vocational director. A district with a certified vocational director will receive an amount of money determined by a formula that calculates the vocational federal factor X the percent of a certified vocational director. The amount is determined by SPI in early fall from information on the annual plan.

Disadvantaged and Handicapped Monies - available to purchase additional services necessary that allow a disadvantaged/handicapped student to maintain enrollment in a vocational program. All districts with approved vocational programs are eligible for the monies. For the 1980-81 school year there is $400,000 available in each category. Districts must submit an application for the funds.

Vocational Guidance Monies - available to develop a comprehensive approach to career guidance. Phase I money amounting to $1,500 is available for each district in the cooperative by attending a Rural America Series inservice workshop and submitting an application. Phase II of the program will also have funds available. the amount is not yet known.

Vocational Start-up Monies - designated for the purpose of developing new programs to meet emerging occupational needs. They are to be used to reimburse school districts for 50 percent of additional costs attributed to the initiating of a new program. There has been $300,000 alloted for the 1980-81 school year. Funds are distributed according to a formula when a new program is approved. (Example: A new Business and Office program in Wilbur could generate approximately $5300.)

Additional state funding for vocational education is provided through the state basic support program. The staffing

ratio of 16.67 vocational FTEs equaling one vocational certified staff unit (CSU) versus 20 regular FTEs per CSU results in additional state funds.

Another area of additional state funding for vocational programs is the non-employee related entitlement. For the 1980-81 school year, $7375 is alloted per vocational CSU compared to $4184 for regular CSU.

Funds to assist in providing vocational education programs may also be available from sources outside the regular education funding lines. Comprehensive Education and Training Act (CETA) funds have been made available to other districts in the state and may be available for special projects of the interdistrict cooperative. Washington Water Power Company and AMAX may provide some assistance in the future, depending upon their projects impact on the vocational education needs of the schools in the cooperative.

In summary, additional vocational education funds are available from federal, state and local, and possibly outside sources. Formation of the interdistrict vocational cooperative and employment of a certified vocational director for the cooperative would result in the generation of additional vocational education money. Approximately $6-7,000 of federal money for local vocational administration would be provided for use by schools in the cooperative. Each school would receive their proportionate share based on their percentage of the vocational directors time.

The amount of federally provided regular program money

for vocational education in local schools will also increase over previous years because of the formation of an interdistrict cooperative. The amount of regular program monies will be determined by SPI after school starts.

Special project monies, as described earlier, are available. In the past, a limited amount of time for vocational administration has resulted in minimal application for these funds. A vocational director would be responsible to stay abreast of what special project monies are available and make application for these monies for individual participating schools and/or the cooperative. Disadvantaged, handicapped, vocational guidance and start-up special project monies are the most appropriate for the districts to pursue at this time.

Increasing the number of vocational student FTEs is perhaps one of the best ways to obtain more vocational funds. For the districts participating in the cooperative, this may be accomplished by increasing the number of students enrolling in vocational classes, by offering more vocational programs, and by obtaining vocational approval of existing programs.

Full vocational potential of schools in the cooperative could not be realized the first year. However, within two to three years the number of vocational student FTEs could be doubled or more.

It is projected that approximately 15-20 percent of the interdistrict cooperative cost per district could be covered by federal vocational monies, excluding special project funds. Part of the state vocational funds received by each school

are provided to schools to help offset the cost of vocational administration. Additional funds may also be generated by application for special project monies.

Formation of the interdistrict vocational cooperative with a full time vocational director will not generate sufficient funds for the local schools to support the program. A certified vocational director may help obtain additional special project monies throughout the year. However, even with some of these funds used to support a director, outside sources of funds will be needed.

Small schools must compete with larger schools for vocational funds, using the same formulas with much emphasis on the number of students enrolled in vocational classes. Even though in many of the schools surveyed, the percentage of students taking vocational classes is greater than in larger schools. Adquate funds are not generated to provide needed vocational programs and direction. Neither are adequate funds available in most cases to provide training necessary to compete in today's modern job market.

Additional funds must be obtained to support the vocational direction needed by the small schools participating in the feasibility stud.. Government sources such as CETA and private industry will have to be approved. Even with the projected enrollment increases for some of the schools, sufficient funds for necessary vocational administration and program development will not be generated through state and federal vocational funding formulas unless some revisions are made.

APPENDIX I

STUDENT SURVEY AND RESULTS

July 1, 1980

Dear Student:

Your school is presently conducting a study of vocational education and its application to your school curriculum. Your input is necessary to help determine which vocational programs would be most helpful to you and/or other students in your school. Several other schools in Lincoln County are participating in the same study.

Vocational education classes are those that provide instruction and training to prepare you for a job or career. They can also prepare you for additional vocational training after high school. Some examples of vocational education programs are: agriculture/agribusiness, home economics, business and office practices, shop skills, electronics, health occupations, etc.

Would you please take a few moments to complete this questionnaire and return it in the enclosed envelope. You do not need to put your name on the form. No individuals will be identified.

Thank you very much for your cooperation. Please return the questionnaire by July 18, 1980.

School _____ Grade _____ Male _____ Female _____

1. To what extent are you familiar with the vocational education classes now offered at your school?

   _____ Thoroughly familiar
   _____ Partially familiar
   _____ Not at all familiar
   _____ No vocational classes offered at my school

2. To what extent are you familiar with job opportunities after you graduate from high school?

   _____Thoroughly familiar
   _____Partially familiar
   _____Not at all familiar

3. Have you decided what career or job you plan to pursue?

   _____Pretty well decided
   _____Narrowed to a few choices but not decided on one
   _____Have not thought much about it
   _____Completely undecided

4. Do you know what skills you will need to obtain the job of your choice?

   _____Yes
   _____No
   _____Partially

5. Does your high school provide the vocational training you need for the job(s) you plan to pursue?

_____Yes
_____No If no, what training/vocational classes would you like to see offered by your school?

6. Where would you like to work in your chosen career?

_____In this immediate area
_____Within 100 miles
_____In this state
_____Out of this state
_____No preference

7. What goals have you set for future education and training? From the list below check those goals that come closest to your own desires. Check all that apply.

_____Finish high school
_____Leave high school before graduation
_____Get on-the-job training
_____Join the military
_____Have not set goals yet
_____Attend a vocational or technical school
_____Attend a 2 year community college
_____Attend a 4 year college or university
_____Other, Explain_____
_____

8. Have you ever taken a vocational education course in high school?

_____Yes
_____No If no, why not?

9. Do you plan to take vocational courses related to your selected career area while in high school?

_____Yes
_____No If no, please mark appropriate answer below.

_____Classes I need are not available
_____I have scheduling difficulties with other required classes

10. During your junior and/or senior year would you be interested in participating in a school coordinated work experience program where you would spend part of the school day working in the community on a job related to your career plans and receive school credit and pay?

_____Yes
_____No

11. Do you feel the vocational education classes in your school (if any are offered) will prepare you for a job or additional advanced vocational training upon graduation from high school?

_____Yes
_____No

12. The following is a list of different items to help you in making career decisions. Please check how interested you would be in getting more information or assistance about each item.

	Very Interested	Somewhat Interested	Not Very Interested	Undecided
a) How to do career planning.				
b) Information about different jobs and careers.				
c) What jobs are available outside my local community.				
d) What jobs are available locally.				
e) Information about special kinds of training.				
f) Information about vocational education programs.				
g) Financial requirements to attend vocational/technical school.				
h) Training required for a particular job.				
i) Other, please explain:				

Following is a list of several vocational education programs that are often taught in high schools. Please select three (3) areas that interest you most. Place a number 1 by the subject that is most interesting, a number 2 by the second most interesting a number 3 by the third most.

_____ Agriculture/Agribusiness classes

A program comprised of related courses that provide training for careers in agriculture/agribusiness such as: production, agricultural supplies and service, mechanics, processing, horticulture, agricultural resources and other related services.

_____ Business and Office classes

A series of classes such as typing, shorthand, business law, bookkeeping and office practices designed to train students for clerical, secretarial, and other office jobs.

_____ Marketing classes

A combination of classwork and work experience to prepare for such jobs as retail and wholesale trade, finance, insurance, real estate, and transportation.

_____ Food Service classes

Designed to prepare students for jobs managing, preparing, and serving food in institutional and commercial businesses.

_____ Home and Family Life classes

These courses include instruction designed to provide training needed in getting and holding a job in occupational areas using home economics knowledge and skills or preparing for homemaking activities. Courses can include child care services, clothing and textiles, family relationships, home management, etc.

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_____ Health Occupations classes

Instruction organized to prepare students as nursing aides and medical and dental aides to assist and work with qualified personnel in providing care and health services to patients.

_____ Electricity-Electronics classes

Classes designed to prepare students for entry level employment or continued education in the broad group of occupations related to the electronics field.

_____ Graphic Arts classes

Instruction designed to prepare students for occupations related to the printing industry such as the use of presses, photography, typesetting, layout, composition and binding.

_____ Mechanical and Repair classes

These classes provide instruction in engine mechanics, fluid power systems, electrical systems and in other phases of mechanical maintenance and repair.

_____ Metals classes

These classes include study and skill development in hot metals including foundry, electric arc welding, acetylene brazing and cutting, machine processes including metal removal, boring and drilling, metal cutting and sheet and bar metal fabrication.

PERCENT TABLE OF RESPONSES OF STUDENTS ON QUESTIONNAIRE BY HIGH SCHOOL

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL
1. Extent familiar with vocational education classes at my school.								
Thoroughly	22	33	29	48	7	33	22	26
Partially	61	33	65	52	78	54	70	63
Not at all	0	27	6	0	11	13	4	7
No voc. classes offered	17	7	0	0	4	0	4	4
2. Extent familiar with job opportunities after you graduate.								
Thoroughly	17	13	8	22	11	7	8	11
Partially	72	47	70	74	56	53	68	65
Not at all	11	40	22	4	33	40	24	24
3. Degree decided on what career or job to pursue								
Pretty well decided	39	7	29	48	30	60	32	33
Narrowed to few choices	44	40	52	44	55	27	38	45
Not thought much about it	6	40	9	4	11	13	20	14
Completely undecided	11	13	10	4	7	0	10	8
4. Do you know what skills you will need to obtain the job of you choice?								
Yes	37	7	24	43	26	20	25	26
No	22	60	18	13	22	13	18	21
Partially	39	33	58	44	52	67	57	53
5. Does your high school provide the vocational training you need?								
Yes	25	42	62	48	59	38	51	51
No	75	58	38	52	41	62	49	49
6. Where would you like to work in your chosen career?								
Immediate area	11	8	7	9	0	0	12	7
Within 100 miles	11	15	13	22	0	29	12	13
In this state	28	23	24	4	39	21	33	26
Out of this state	6	23	12	13	23	7	10	13
No preference	44	31	44	52	38	43	33	41

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL
7. What goals have you set for your future education and training?								
Finish high school	100	100	100	100	100	100	100	100
Leave high school	0	0	0	0	0	0	0	0
On-Job-Training	33	25	40	26	19	58	29	32
Join Military	11	0	8	13	7	25	10	10
Have not set goals	0	25	8	0	7	0	6	7
Voc/Tech school	17	19	20	30	19	25	16	20
2 yr. community college	28	31	30	30	48	17	20	30
4 yr. college	44	25	50	52	44	83	57	51
8. Have you ever taken a vocational education course in high school?								
Yes	67	50	80	91	65	93	76	76
No	33	50	20	9	35	7	24	24
9. Do you plan to take vocational classes in high school?								
Yes	53	54	58	61	57	77	53	59
No	47	46	42	39	23	43	47	41
If no, why not?								
Classes not available	67	100	64	83	80	71	80	74
Scheduling difficulties	33	0	36	17	20	29	20	26
10. Are you interested in work experience in you Junior/Senior yea ?								
Yes	83	93	97	91	100	86	94	94
No	17	7	3	9	0	14	6	6
11. Will the vocational education classes in high school prepare you for a job or additional training upon graduation?								
Yes	53	62	82	80	76	92	65	74
No	47	28	18	20	24	8	35	26

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL
12. Extent of interest in obtaining information regarding:								
a. Career Planning								
Very	47	27	40	36	44	73	40	41
Somewhat	35	27	46	36	33	20	40	38
Not very	18	20	11	19	19	7	18	15
Undecided	0	26	3	9	4	0	2	6
b. Different Jobs and Careers								
Very	65	47	65	50	63	73	60	61
Somewhat	29	40	30	32	26	20	28	30
Not very	6	0	5	9	7	7	10	7
Undecided	-	13	0	9	4	0	2	2
c. Jobs available outside my local community								
Very	61	60	48	39	56	60	42	50
Somewhat	11	33	40	35	33	27	42	35
Not very	28	7	11	13	11	13	12	12
Undecided	0	0	1	13	0	0	4	3
d. Jobs available locally								
Very	41	67	46	31	15	53	34	39
Somewhat	18	7	35	35	44	20	36	32
Not very	35	26	17	17	33	27	24	24
Undecided	6	0	2	17	8	0	6	5
e. Information about special kinds of training.								
Very	71	47	54	57	52	73	50	56
Somewhat	29	40	24	24	30	20	36	29
Not very	0	13	13	5	11	7	8	9
Undecided	0	0	9	14	7	0	6	6
f. Information about vocational education programs.								
Very	41	53	30	30	37	40	28	34
Somewhat	35	13	48	40	30	47	42	40
Not very	24	27	19	15	30	13	26	22
Undecided	0	7	3	15	3	0	4	4

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL

g. Financial requirements to attend vocational/technical schools.

Very	18	47	42	48	41	60	40	41
Somewhat	23	27	32	17	33	13	30	28
Not very	59	20	24	26	22	20	22	26
Undecided	0	6	2	9	4	7	8	5

h. Training required for a particular job.

Very	64	69	81	71	74	100	58	73
Somewhat	24	25	16	14	22	0	28	20
Not very	12	0	2	5	4	0	8	4
Undecided	0	6	1	10	0	0	6	3

Following is a list of several vocational education programs that are often taught in high schools. Please select three areas that interest you most. Place a number 1 by the subject that is most interesting, a number 2 by the second most interesting, a number 3 by the third most.

Agriculture/Agribusiness

% of all respondents	39	13	25	26	22	20	34	28
% indicating 1st choice	29	50	38	50	50	33	47	43
% indicating 2nd choice	14	0	19	33	17	67	24	22
% indicating 3rd choice	57	50	43	17	33	0	29	35

Business and Office

% of all respondents	33	56	57	48	52	73	40	51
% indicating 1st choice	67	56	50	55	64	36	40	50
% indicating 2nd choice	17	33	36	36	21	46	45	36
% indicating 3rd choice	16	11	14	9	15	18	15	14

Marketing

% of all respondents	22	25	35	35	33	33	28	31
% indicating 1st choice	0	0	18	25	22	0	21	17
% indicating 2nd choice	100	25	32	25	22	40	43	36
% indicating 3rd choice	0	75	50	50	56	60	36	47

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL
Food Service								
% of all respondents	6	0	25	9	7	13	22	16
% indicating 1st choice	0	0	19	0	0	0	18	15
% indicating 2nd choice	0	0	37	50	50	50	55	44
% indicating 3rd choice	100	0	44	50	50	50	27	41
Home and Family Life								
% of all respondents	33	31	35	26	37	27	40	35
% indicating 1st choice	17	40	23	34	20	25	15	24
% indicating 2nd choice	33	40	23	33	60	50	55	42
% indicating 3rd choice	50	20	54	33	20	25	30	34
Health Occupations								
% of all respondents	33	19	22	26	37	47	28	28
% indicating 1st choice	17	0	29	17	20	43	50	30
% indicating 2nd choice	33	67	43	83	50	57	29	47
% indicating 3rd choice	50	33	28	0	30	0	21	23
Electricity/Electronics								
% of all respondents	33	25	29	30	15	20	10	21
% indicating 1st choice	17	25	17	43	25	67	40	29
% indicating 2nd choice	17	25	56	43	75	0	40	44
% indicating 3rd choice	66	50	27	14	0	33	20	27
Mechanical and Repair								
% of all respondents	39	38	29	30	19	13	35	29
% indicating 1st choice	43	17	56	14	40	0	22	34
% indicating 2nd choice	43	67	28	43	60	50	61	47
% indicating 3rd choice	14	16	16	43	0	50	17	19
Graphic Arts								
% of all respondents	11	13	22	35	15	27	26	22
% indicating 1st choice	100	0	14	25	25	0	31	23
% indicating 2nd choice	0	50	71	25	0	50	38	43
% indicating 3rd choice	0	50	15	50	75	50	31	34

	ALMIRA	CRESTON	DAVENPORT	HARRINGTON	ODESSA	SPRAGUE	WILBUR	TOTAL
Metals								
% of all respondents	33	13	14	26	19	20	28	21
% indicating 1st choice	17	50	11	0	0	33	7	11
% indicating 2nd choice	66	50	33	33	20	0	22	31
% indicating 3rd choice	17	0	56	67	80	67	71	58

APPENDIX II

EMPLOYMENT SECURITY

LABOR PROJECTIONS

TABLE II

EMPLOYMENT DISTRIBUTION BY MAJOR OCCUPATIONAL GROUP, 1976-1985
SPOKANE SMSA, WASHINGTON STATE, AND THE UNITED STATES
(Numbers in Thousands)

	Spokane SMSA		Washington State		United States 1/	
	Total	Percent	Total	Percent	Total	Percent
1976						
Total	117.2	100.0	1,437	100.0	87,487	100.0
White Collar Workers	62.1	53.0	729	50.7	43,688	49.9
Blue Collar Workers	33.7	28.8	458	31.9	28,974	33.1
Service Workers	18.9	16.1	198	13.8	12,003	13.7
Farmers and Farm Workers	2.4	2.0	52	3.6	2,822	3.2
1985						
Total	159.9	100.0	1,942	100.0	104,300	100.0
White Collar Workers	87.0	54.4	1,017	52.4	53,490	51.3
Blue Collar Workers	44.2	27.6	589	30.3	34,140	32.7
Service Workers	26.3	16.4	287	14.8	14,810	14.2
Farmers and Farm Workers	2.4	1.5	51	2.6	1,860	1.8

1/ Source: Bureau of Labor Statistics unpublished data.

NOTE: Detail may not add to totals due to rounding.

TABLE II

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1/ Source: Bureau of Labor Statistics unpublished data.

NOTE: Detail may not add to totals due to rounding.

APPENDIX III

WASHINGTON WATER POWER PROJECT

PROJECTED STAFFING

CRESTON REQUIRED STAFFING
(Proposed)

Postition	Unit #1	Unit #2	Unit #3	Unit #4
Staff				
Plant Manager	1	1	1	1
Plant Superintendent	0	0	1 (+1)	1
Office Supervisor	1	1	1	1
Secretary	1	1	1	1
Clerk Steno	1	1	2 (+1)	2
Clerk Typist	2	2	4 (+2)	4
Training Supervisor	0	0	1 (+1)	1
Safety/Security Supervisor	0	0	1 (+1)	1
Operations Department				
Superintendent of Operations	1	1	1	1
Assistant Superintendent of Operations	0	0	1 (+1)	1
Shift Supervisors	5	5	10 (+5)	10
Assistant Shift Supervisor	5	5	5	5
Fuel Supply Superintendent	1	1	1	1
Technical Supervisor	1	1	1	1
Plant Chemist	1	1	1	1
Assistant Plant Chemist	1	1	1	1
Lab Technicians	3	3	4 (+1)	4
Control & Test Engineer	1	1	1	1
Mechanical Engineer	1	1	2 (+1)	2
Electrical Engineer	1	1	2 (+1)	2
Control & Instrument Technician	8	8	14 (+6)	14
Control & Instrument Trainee	5	5	10 (+5)	10
Control Operator	5	9 (+4)	14 (+5)	18 (+4)
Assistant Control Operator	5	9 (+4)	14 (+5)	18 (+4)
Auxiliary Operator	18	28(+10)	42(+14)	56(+14)
Operator Trainee	5	5	8 (+3)	8
Scrubber Operator	9	17 (+8)	26 (+9)	34 (+8)
Helper (Operator)	10	10	20(+10)	20
Fuel & Ash Handler	23	27 (+4)	32 (+5)	36 (+4)
Maintenance Department				
Superintendent of Maintenance	1	1	1	1
Assistant Superintendent of Maintenance	0	0	1 (+1)	1
Maintenance Engineer Supervisor	1	1	1	1
Mechanical Engineer	1	1	2 (+1)	2
Electrical Engineer	1	1	2 (+1)	2
Chemical Engineer	1	1	2 (+1)	2
Engineering Technician	1	1	1	1
Maintenance Supervisor	5	7 (+2)	9 (+2)	11 (+2)
Journeyman Mechanic	20	28 (+8)	36 (+8)	44 (+8)
Mechanic Trainee	3	4 (+1)	5 (+1)	6 (+1)
Journeyman Electrician	2	2	4 (+2)	5 (+1)
Electrician Trainee	1	2 (+1)	3 (+1)	4 (+1)
Helper (Maintenance)	20	24 (+4)	29 (+5)	34 (+5)

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Position	Unit #1	Unit #2	Unit #3	Unit #4
Maintenance Department (Cont'd)				
Maintenance Services Supervisor	1	1	1	1
Material Supervisor	1	1	1	1
Maintenance Planner	2	3 (+1)	5 (+2)	6 (+1)
Maintenance Scheduler	1	1	2 (+1)	2
Warehouseman	1	1	2 (+1)	2
Helper (Warehouse)	2	2	3 (+1)	3
Clerk Typist	1	2 (+1)	3 (+1)	3
TOTAL	181	229	335	388

Note: Numbers shown are the total number of individuals required in each position. Number in (+) indicate the change in total personnel for each position.

One Unit Operation : .362 Employees/Net MW
Two Unit Operation : .229 Employees/Net MW
Three Unit Operation : .223 Employees/Net MW
Four Unit Operation : .194 Employees/Net MW

APPENDIX IV

SUPERINTENDENT OF PUBLIC INSTRUCTION

VOCATIONAL REPORTING REQUIREMENTS

DIVISION OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION SERVICES

DUE DATES FOR 1980-81 SCHOOL YEAR

Note: Notification of any changes in due dates will be made when the memorandum and instructions for each form are mailed from the appropriate offices.

Mailing Office	Form No.	Form Title	80 Sept	80 Oct	80 Nov	80 Dec	81 Jan	81 Feb	81 March	81 April	81 May	81 June	81 July	81 Aug	Comments
ADM	P-151	Application To Participate In Voc Educ Work Study Program	1												
"	P-152	*Voc Educ Final Work Study Report*													*Due 9/1/81 for 1980-81 School Year.*
"	F-186	Budget Estimate For Voc Educ	19												
"	F-187	Budget Summary For Voc Educ													
"		*Basic Grant "nonearmarked" Allocation*													*Exact date of notification contingent on USOE.*
"	P-484	Voc Educ Assessment Program		13											
"	F-773	Voc Class Record Information (F-219 is used also)		13											Site visit established after this mailing.
"	F-133	Documentation of Costs For New Voc Classes *(& Course narrative)*		13					13						
"		*"Certification" (Necessary for Voc additive)*		*13*					*13*						
"	M-691	Final Voc Educ Fiscal Report			14										
"		*Statewide Vocational Administrators Fall & Spring Conferences*			*Fall Conf*					*Spring Conf*					
"	P-377	Completions in Voc Education								15					
"	F-218	Final Report of Voc Educ For School Year													
"	F-219	Additional Voc Educ Classes Operated										19			
"	P-358	Enrollment In Voc Education										19			
"	M-138	Voc Educ - Letter of Transmittal For Annual & Five Year Plans										30			
"	F-136	Budget Est. For Special Project													
"	F-137	Letter of Intent - Special Proj											17		Revisions made all year.
"	M-690	Voc Educ Claim For Reimbursement													
"	F-147	Local Project Record - Federal													Due after closing of project.
"	M-856	Final Voc Special Project Report													Due after closing of project.
ALL PROG AREAS	M-709	Student Employment Report For Cooperative Education													Due end of First Quarter or Trimester and at the end of the year.
AGR	M-777	Agr. Teacher Schedule & Enrollment Information	Sept												
"	M-737 (A,B,C,)	Agr. Teacher Report In Supervised Occupational Program							March			15			
"	M-759	Teachers Summer Program Of Work Vocational Agriculture										15			
"	M-710	FFA Report											1		
H&FL	M-620	Planned Extended Learnings In Home & Family Life Teachers													Due end of each Semester or Trimester.
"	M-621	End-Of-Year Review For Voc Home & Family Life Teachers										15			
IA	F-735A	Application For New Industrial Arts Voc Approved Course													
"	F-735B	Indus Arts Voc Approved Project Proposed Course Curriculum					15							14	

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DIVISION OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION SERVICES

DUE DATES FOR 1980-81 SCHOOL YEAR

Continued

Mailing Office	Form No.	Form Title	80 Sept	80 Oct	80 Nov	80 Dec	81 Jan	81 Feb	81 March	81 April	81 May	81 June	81 July	81 Aug	Comments
VTI	M-691	Final Voc Educ Fiscal Report			14										
"	P-377	Completions In Voc Education								15					
"	M-742	VTI Annual Plan (VT-52)										1			
"	F-136	Budget Est. For Special Project											17		Revisions made all year.
"	F-137	Letter of Intent - Special Proj													
"	M-690	Voc Educ Claim For Reimbursement													Due after closing of project.
"	F-147	Local Project Record - Federal													
"	P-295	Cooperative Educ Report (VT-57)												14	
"	C-290	Application To Operate Approved Voc Educ Courses Or Classes (VT-50)												31	
"	F-345	Adult Educ Application And Claim Report												31	
Adt Ed	C-259A	Application For Allottment - Adult Basic Educ										June			
"	OE-365-1	Annual Performance Report												Aug	
"	P-173	Continuing Survey of Enrollees In Adult Basic Educ Program													As Requested.
"	F-258	Financial Status Report For Adult Basic Educ												31	
"	M-738	Application For Approval Of Adult Educ Course													Beginning of each quarter.
"	F-115	Adult Basic Educ Claim For Reimbursement													Ending of each quarter.
"	M-831A	Adt Ed Prog Proposal For Local Staff Development Services													
"	M-831B	Adt Ed Prog Local Staff Development Services Follow-up Report													As Requested.
"	D-227	Adt Ed - Application For Certificate of Educ Competence													Accepted throughout the year.
"	M-807	Certificate of Educ Comt. (GED)													After GED test completed.
"	E-228	Application For National Citizenship Educ Correspondence Course													Mailed to individuals upon request.
Indochinese	M-738I	Application For Approval Of Indochinese Project Class													Beginning of each quarter.
"	M-115I	Adult Educ Prog Claim For Reimbursement - Indochinese													Ending of each quarter
"	M-736A	Monthly Progress Report - Indochinese Project													
"	M-736B	Monthly Attendance Report - Indochinese Project													Due Monthly.
Comm Educ	F-774	Comm Educ Program Status And Roster Update													As Requested.

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APPENDIX V

INTERDISTRICT VOCATIONAL COOPERATIVE AGREEMENT AND BOARD RESOLUTION

I. This agreement, as affirmed by the participating Districts' Boards of Directors, will be in effect during the school year of _____ to _____.

II. Purpose, Benefits, and Need of Interdistrict Vocational Cooperative.

1. Districts share use of vocational administration
2. Area-wide coordination, cooperation and planning of vocational programs to meet identified vocational training needs.
3. Develop Annual and Five-Year vocational education plans for each district.
4. Do enrollment reports, staff reports, budgets, federal funds and other reports and submit to state office as required.
5. Operate General Advisory Councils for vocational education.
6. Give coordinated direction for staff certification, special projects, student follow-up, counseling, placement and student work experiences, operation of program advisory committees.

III. Authority

The interdistrict cooperative will be directed by a board comprised of the Superintendents of each participating school. Their responsibilities include: fiscal approval and control; program control and

evaluation; and staffing of vocational director position. The administration of Board policy shall be delegated to the vocational director.

IV. Funding and Billing System

The host district is responsible for encumbering funds for the fiscal operation of the director's office. Each participating school district contributes to the operational costs of the director's office as per the following formula.

- 50 percent of total budget is equally paid by each participating district as a basic share
- 50 percent is paid by the districts on a pro-rated share computed on a percentage basis using high school enrollment.

Total district share = basic share + pro-rated share

Vocational funds due each school for their vocational programs will go direct to each district. The vocational director's office will bill each participating school for their share of the administrative costs of the interdistrict cooperative on a quarterly basis.

V. Termination Guidelines

A. Individual District Termination

1. A member district must complete the obligation agreed upon during the current fiscal year.
2. A member district should notify the director's office by May 1 of the current year if it plans to remove itself from the cooperative the

following year. Written notification must be given no later than May 15. Withdrawal action must be documented in the school board minutes.

B. Cooperative Termination

Disposal of assets in case of cooperative termination will be as follows: The only assets purchased by cooperative funds are the area vocational office equipment. This equipment will be inventoried and priced at a fair market value by a third party. The assets may then be purchased in total for the market value by a cooperative district, first choice going to the district with the highest percent involvement in the cooperative and successive choices to districts with the next highest percent involvement..

If no district wants the assets, they will be sold by the host district. The monies received in any of the procedures will be distributed to the districts on the basis of their percentage involvement.

VI. Amendments

This agreement may be amended only by the mutual agreement of all cooperative distrcits.

VII. Endorsement of Cooperative Districts

Endorsements attached.

RESOLUTION NO. _____

INTERDISTRICT VOCATIONAL COOPERATIVE PROGRAM

Whereas, it is the intent of the _____ School District to provide appropriate vocational education programs which meet the needs of the students, and

Whereas, it is the desire of the school district to utlilze to the best advantage the systems of interdistrict cooperation, and

Whereas, in doing so, will share vocational direction and administration services with the other school districts in the cooperative, now therefore

Be it resolved, that the Board of Directors authorizes the administration to develop interdistrict vocational cooperative agreements, and implement such programs subject to approval by the Board of Directors for the interdistrict vocational cooperative.

Adopted at a board meeting held on the _____ day of _____, 19____, by the Board of Directors of _____ School District, Lincoln County, Washington.

by _____
Chairman (President) of the Board

Attest:

_____
Secretary to the Board

APPENDIX VI

INTERDISTRICT VOCATIONAL COOPERATIVE

POSITION DESCRIPTION

INTERDISTRICT VOCATIONAL COOPERATIVE

POSITION DESCRIPTION

NAME:

TITLE: VOCATIONAL DIRECTOR

SUPERVISOR: INTERDISTRICT VOCATIONAL COOPERATIVE BOARD

I. Purpose:

Provide vocational direction and administration for the cooperative and participating school districts that will enable them to provide appropriate vocational programs for their students.

II. Activities:

1. Do all vocational education reporting as required by the Office of Superintendent of Public Instruction and any other vocational administration reporting requirements.
2. Operate general advisory councils for vocational education.
3. Develop annual and five-year vocational education plans for each participating school district.
4. Give coordinated direction for staff certification, program approval, special projects, student follow-up, counseling, placement and student work experiences, operation of program advisory committees, and participating schools vocational budgeting.

5. Coordinate existing and new vocational programs to meet the needs of students and the community.

III. Responsibilities:

The vocational director is responsible to the Baord of Directors of the vocational cooperative on all cooperative matters. On individual district vocational matters, the director is responsible to the Superintendent of that district. The director will abide by the employee policies of the host district and will be responsible to the host district Superintendent on those matters.

IV. Salary and Contract Length:

The director's salary will be negotiated on an individual basis with the vocational cooperative Board of Directors. The contract will be on a twelve month basis.

V. Qualifications:

Hold a degree in one of the areas of vocational education, preferably a Master's degree. Qualify for certification as a vocational director. Have three years classroom vocational teaching or equivalent. Should be able communicator, both written and spoken